

Fishbowl

Theme and Level

Theme: Know Myself

Level: Looking Deeper, Next Steps

At a Glance

Students role-play an on-the-job conflict while being observed and video-recorded. They provide one another with constructive feedback on these role-plays.

Time: 100 minutes (across two days).

Essential Questions

- What positive interaction skills do I need for the workplace?

Preparation

- Reserve computer lab with overhead projector enabled
- Ensure classroom has sufficient open space for activity
- Reserve video camera and video player, or use camera or phone
- Establish CIS portfolios before this lesson
- Print information about the following CIS Occupations: Education Administrators, Administrative Services Managers, Industrial Production Managers, enough copies for group activity (Note: Class will be split into three equal groups, one for each occupation; every member of each group will need a printout for their assigned occupation)
- Print *Issues for Role-Plays Handout*, one-third the number of students in the class, as these are printed with three separate role-plays per page
- Cut the *Issues for Role-Plays Handout* into strips, and organize by situation

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to enhance their positive interaction skills. Inform students that practice is the key to learning anything, including positive ways of expressing oneself.
2. Tell students that they will be practicing interaction and feedback skills by role-playing and video-recording situations that involve conflict.
3. Divide the class into three equal groups.
4. Give each group one of the three sets of the *Issues for Role-Plays Handout*.
5. Show PPT Slide 2. Discuss and decide on the following details for their role-plays:
 - The props they will use
 - The length of time you will allow (5-10 minutes)
6. Show PPT Slide 3 and review the Rules for Positive Interaction.
7. Answer any questions.
8. Inform students that their role-plays will be recorded and replayed so that they can observe themselves as well as other groups.
9. Tell students that they will be asked to point out positive behaviors and suggest alternatives for any inappropriate behaviors observed.
10. Distribute the printouts of occupational information to the appropriate groups.
11. Allow the remainder of the class period for groups to prepare for their role-plays.

Day 2

1. Ask each group, in turn, to sit in a circle at the center of the room and present their role-play.

2. Video-record each presentation.
3. Instruct remaining class members to sit in a larger circle around them and note what they observe.
4. Play back the first role-play, pausing or stopping as necessary to discuss observations. Assign a student to record on the board all the positive behaviors mentioned.
5. Play back the second and third role-plays, repeating the procedure above.
6. Facilitate a discussion about the application of these positive interaction skills in a work setting.

Variations and Accommodations

- Develop different work scenarios to reflect various occupations related to the subject area being taught. Give these to students with the appropriate information from Occupations.
- Students needing special assistance should be paired with helpful group members for the activity.

Assessment

Use the *Fishbowl Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What do you know about yourself - your characteristics, interests, and preferences?** text box from the Know Myself section in Career Plan.

Materials

Classroom with computer and overhead projector

Projector, video camera and player

Printouts of Occupations information: Education Administrators, Administrative Services Managers, Industrial Production Managers

[Fishbowl \(PPTX\)](#)

[Issues for Role Plays Handout \(PDF\)](#)

[Issues for Role Plays Handout \(DOCX\)](#)

[Fishbowl Scoring Guide \(PDF\)](#)

[Fishbowl Scoring Guide \(DOCX\)](#)

Goals and Standards

Common Core State Standards

- English Language Arts Career Anchor: Speaking & Listening
- English Language Arts Career Anchor: Reading Informational Text
- English Language Arts Career Anchor: Language

National Career Development Guidelines

- GOAL CM4 Master academic, occupational and general employability skills in order to obtain, create, maintain and/or advance your employment.
- GOAL PS1 Develop understanding of self to build and maintain a positive self-concept.
- GOAL PS2 Develop positive interpersonal skills including respect for diversity.

American School Counselor Association

- Personal/Social Development, Career Development

Bloom's Taxonomy: Analyzing, Applying, Creating

American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success

Mindset Standards

- Belief in Development of Whole Self, Including a Healthy Balance of Mental, Social/Emotional and Physical Well-Being
- Sense of Belonging in the School Environment
- Positive Attitude Toward Work and Learning

Behavior Standards: Learning Strategies

- Demonstrate Critical-Thinking Skills to Make Informed Decisions
- Demonstrate Creativity
- Use Time-Management, Organizational and Study-Skills
- Apply Media and Technology Skills
- Gather Evidence and Consider Multiple Perspectives to Make Informed Decisions

Behavior Standards: Self-Management Skills

- Demonstrate Ability to Assume Responsibility
- Demonstrate Self-Discipline and Self-Control
- Demonstrate Effective Coping Skills when Faced with a Problem

Behavior Standards: Social Skills

- Use Effective Oral and Written Communication Skills and Listening Skills
- Create Positive and Supportive Relationships with Other Students
- Demonstrate Empathy
- Demonstrate Ethical Decision-Making and Social Responsibility
- Use Effective Collaboration and Cooperation Skills
- Demonstrate Advocacy Skills and Ability to Assert Self, when Necessary
- Demonstrate Social Maturity and Behaviors Appropriate to the Situation and Environment

Credits and Citations

- Rules for Positive Interaction adapted from Gibbs, Jeanne. *Reaching All by Creating Tribes Learning Communities*. Ed. Carol Rankin. Santa Rosa, CA: Center Source Publication.